Virginia Department of Education

Office of Career, Technical, and Adult Education

# On-site Monitoring Information

The Virginia Department of Education (VDOE), Office of Career, Technical, and Adult Education, is committed to providing quality adult education and literacy services to all eligible adult learners in the Commonwealth who seek these services. An important part of this commitment is to ensure that services provided at the local and regional levels are consistent with state and federal program regulations. VDOE is required to assess program compliance with federal regulations and standards set by federal uniform guidance 2 CFR 200.331 and Title II, Adult Education and Family Literacy Act (AEFLA), of the Workforce Innovation and Opportunity Act (WIOA). On-site monitoring visits are part of the overall VDOE monitoring and evaluation effort. This document provides information on how a site visit is planned, conducted, and completed.

## General Information

### 1. Program Identification

The identification of programs to receive a federal program monitoring on-site review is determined by a risk analysis that is applied to local and regional adult education programs. The analysis is based on indicators that reflect programs’ student enrollments, attainment of specified performance measures, the percentage of federal and state-awarded funds expended in the last fiscal year, the number of classes offered, the program’s last participation in a VDOE federal program monitoring on-site review, and the number of new or substantially changed key personnel or systems. The indicators, with their assigned point values, are applied to each program and a total score is obtained. Higher scores indicate higher risk. The combination of program risk and a rotation system is used to produce an annual monitoring schedule.

Site visits are also an important opportunity for state staff and peer reviewers to visit programs to see promising practices, local solutions to common barriers, and regional variations.

### 2. Site-Visit Time Frame

Site visits will be scheduled during the program year. VDOE will work with the regional program manager to schedule a set of dates that is convenient to both the program and the VDOE evaluation team.

### 3. Site-Visit Length

Regional program site visits will typically last for 2.5 days. If a regional site visit requires additional time, VDOE will make arrangements with the regional program to return at a later date to complete the evaluation.

## Preparation for the Site Visit

### 1. Preliminary Information Form

When a site visit is announced, the selected program will receive a letter of notification, followed by a copy of the Site-Visit Preliminary Information Form. The program should complete the form and submit it to VDOE by the deadline, prior to the site visit. The information will be used by the VDOE team to develop a program profile that will serve as a reference during the site visit.

### 2. Site-Visit Protocol

In addition to the Site-Visit Preliminary Information Form, the program will receive a copy of the Site-Visit Protocol. The VDOE site-visit team will use the Site-Visit Protocol to determine the program’s compliance with state and federal administrative and instructional requirements. To facilitate the evaluation process, the program is advised to use the instrument as a guide in collecting and organizing the materials for the site-visit team’s review.

### 3. Program Staff Participation

The program should make sure that the primary contacts listed on the Site-Visit Preliminary Information Form are present during the visit and available for interview if necessary. The primary contacts include the program management contact(s), fiscal preparation contact, and the data entry contact. In addition, the program may select other personnel to participate in the interview process and list their names on the Site-Visit Preliminary Information Form.

### 4. Site-Visit Work Space

The program will be asked to reserve a work space that the VDOE site-visit team can have exclusive use of during the course of the site visit. The space should ensure privacy, be secure, have Internet access, and contain a sufficient number of chairs, tables, and electrical outlets. The team may also need access to a copier.

## The Site Visit

### 1. Site-Visit Protocol

During the site visit, the VDOE site-visit team will request evidence to determine the program’s compliance with the criteria on the Site-Visit Protocol. It is the program’s responsibility to provide clear, valid evidence that demonstrates its compliance with each item. If a site-team member does not consider the presented evidence to be sufficiently conclusive, he or she may request further evidence.

### 2. Data Demonstration

Data entry specialists will be asked to engage in a data demonstration to create new student, class, and staff records and generate specific data exports and reports. The information for the data demonstration will be given to the program at the time of the site visit.

### 3. Staff Interviews

The site-visit team will conduct interviews with program staff. The program is responsible for ensuring that personnel selected for the interviews are present. VDOE will work with the program in advance of the site visit to determine a schedule for conducting the interviews.

### 4. Focus Groups

The site-visit team will conduct separate focus group sessions with teachers and students. The program is responsible for ensuring that teachers selected or who have volunteered for the sessions are present and that students are identified and encouraged to attend the focus group session. The site-visit team will work with the program in advance of the site visit to determine a schedule for conducting the focus group sessions.

### 5. Classroom Observations

The site-visit team will observe classes being taught in different locations throughout the region. Throughout each class observation, the site-visit team will use the College and Career Readiness (CCR) Observation Tool for English Language Arts/Literacy for adult basic and secondary education (ABE/ASE) and English for Speakers of Other Languages (ESOL) classes and the Observation Tool for Math for math classes. This tool provides concrete examples of what CCR standards in ELA/literacy, math, and English language acquisition look like in daily planning and practice. It is designed as a professional development tool for instructors, those who support instructors, and others working to implement CCR standards.

### 6. Interview with Board Director or Representative, or One-Stop Center Operator

The site-visit team will schedule and conduct an interview(s) with the Local Workforce Development Board Director or representative, or One-Stop Center Operator to understand the alignment of services among the local workforce agency partners.

### 7. Exit Interview

At the conclusion of the site visit, the site-visit team will conduct an exit interview with the regional program manager, school district superintendent or community college president or representative, and regional specialist to present the team’s preliminary findings. The regional program manager has the discretion of including the financial preparation contact and the data entry contact in the session.

### 8. Additional Information

Since the site-visit team cannot anticipate all information that will be needed for review, additional information and evidence may be requested. The information will be used to develop an overall assessment of the program consistent with the broad scope of VDOE’s monitoring and evaluation activities.

## Reporting

Upon completion of the site visit, VDOE staff will develop a preliminary report based on the results of the site visit. The report will contain the following elements:

1. Site-visit protocol criteria that were met
2. Site-visit protocol criteria that were not met
3. Required corrective action for unmet criteria, including deadlines
4. Staff comments and recommendations, if applicable
5. Noteworthy practices

The preliminary report will then be forwarded to the program for review and comment. The program will have two weeks to submit comments. Any comments furnished by the program will be considered by VDOE staff when drafting the final report. Within four weeks of receiving comments from the program, VDOE will send the final version of the report to the superintendent or community college president and the regional program manager. This final version will be the official site-visit evaluation report.

## Corrective Action Plan

The official site-visit report may contain corrective action items. If so, the program will be required to address these items by the established deadline(s). Corrective action deadlines will vary depending on the nature of the action required. While VDOE will work with the program to address any corrective action items, the burden of effecting change rests with the program.

## Closure

The site-visit evaluation file is considered closed when the program no longer has any pending corrective action. When VDOE closes a file, it will send a letter to the superintendent or community college president and the regional program manager confirming that the file has been successfully closed. Programs that receive a final report without corrective action may consider their file closed upon receipt of their report.